About this document

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List of abbreviations

ALiVE: Assessment of Life Skills and Values in East Africa
CBO: Community-Based Organisation
CBC: Competency-Based Educational Curriculum
CBET: Competency-Based Education and Training
CDACC: Curriculum Development, Assessment and Certification Council
CERT : Centre for Educational Research and Training
CGD: Centre for Global Development
DHIS: District Health Information Software
EBase: Effective Basic Services
EdTech Hub: Education Technology Hub
EMIS: Education Management Information System
ESSA: Education Sub-Saharan Africa
FBO: Faith-Based Organisations
HDX: Humanitarian Data Exchange
HELB: Higher Education Loans Board
IEPA: Institute of Educational Planning and Administration
IHS: Integrated Health Survey
IHS5: Integrated Household Survey, round 5
INEE: Inter-agency Network for Education in Emergencies
IT: Institutes of Technology
KJ-TVET: Kenya Journal of TVET
KUCCPs: Kenya Universities and Colleges Central Placement Service
JCE: Junior Certificate of Education

KIPPRA: Kenya Institute of Public Policy Research
MANEB: Malawi National Examinations Board
MDHS: Malawi Demographic and Health Survey
MODESA: Malawi Open Data for Education Systems Analysis
MOE: Ministry of Education
MoU: Memorandum of Understanding
MSCE: Malawi School Certificate of Education
NESSP: National Education Sector Strategic Plan
NCHE: National Commission for Higher Education
NITA: National Industrial Training Authority
NGO: Non-Governmental Organisations
NP: National Polytechnics
NSO: National Statistical Office
UoE: University of Eldoret
PPPI: Payroll Personal Pension Integrated
PREPARE: Partnership for research on Progress & Resilience in Education
PSLCE: Primary School Leaving Certificate of Education
STEM: Science, technology, engineering, and mathematics
TTIs: Technical Training Institutes
TVET: Technical and Vocational Education and Training
TVET-MIS: TVET Management Information System
WMS: Welfare Monitoring Survey

Workshop overview

The aim of the workshop on 30 June 2021 was to showcase experiences of mapping education data and discuss lessons learnt. After an explanation of the Unlocking Data community of practice, the event kicked off with three presentations:

1. John Mugo led a panel discussion, providing insights on catalysing an evidence ecosystem for technical and vocational education and training (TVET) in Kenya.
2. Esme Kadzamira shared experiences from the implementation of the Malawi Open Data for Education Systems Analysis (MODESA) project.
3. Laté Lawson gave an overview of our methodology for mapping education data sets.

After the presentations, there was a Q&A session followed by breakout group sessions to reflect on the presentations as well as discuss the current data initiatives that participants are involved in and what they are learning from them.

This document provides a summary of the presentations as well as a synthesis of the discussions in the breakout groups.

What is Unlocking Data?

The purpose of the Unlocking Data initiative is to build a community of practice that connects individuals and organisations for the purpose of learning and sharing experiences on the topic of accessing and using education data in sub-Saharan Africa.

Who?

The community of practice includes African scholars, NGOs, national statistics offices and policymakers who are working to improve access to and use of education data, largely at the country level, to inform education policy.

Why?

The intended outcome is to increase the effectiveness of members in their efforts to 'unlock' education data, increasing its availability and use for analysis that will improve education for young people.

Overview

Unlocking Data Steering Group

- Taskeen Adam, EdTech Hub
- Lucy Heady, ESSA
- John Mugo, Zizi Afrique
- Teg-Wende Idriss TINTO, Open Burkina
- Esme Kadzamira, University of Malawi
- Rigobert Pambe, eBase Africa (Cameroon)
- Laté Lawson, ESSA
- Renaldah Mjomba, Zizi Afrique
- Björn Haßler, EdTech Hub

Workshop in numbers

43 attendees

**10+ countries
4 regions**
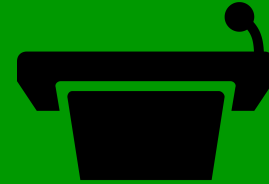
5 main speakers

Initial focus of the Unlocking Data Initiative

Unlocking Data had two main objectives over the period of March 2021–June 2021:

Mapping

- To understand what data are and aren't accessible before we can advocate for change.

- To draw on expertise in the community to learn from different approaches to mapping data.

- To finalise a draft of a robust education data mapping methodology that is now ready for piloting.

Building the community

- Holding a workshop showcasing case studies of mapping education data from within the community.

- Launching the first version of our website.

- Strengthening our networks and connected members together.

Welcome address by Dr Lucy Heady

- Lucy is the CEO at ESSA.

- She has over 15 years of experience in generating and using evidence to improve education, both in the UK and internationally.

- Her previous roles were at Nesta, the UK's innovation foundation, as the Impact Director and at the Children's Investment Fund Foundation leading on assessment of evidence and managing evaluations for the education portfolio.

Panel discussion chaired by Dr John Mugo: TVET education data mapping in Kenya

- Dr John Mugo is the Executive Director of Zizi Afrique Foundation.

- Based in Nairobi, John has over 15 years post-PhD experience in generating large-scale data, and advocating for evidence-led policy change in education.

- Currently, John is leading the Assessment of Life Skills and Values in East Africa (ALiVE), a regional initiative that will produce large-scale evidence to catalyse systemic focus on the critical competencies.

- Previously, John headed the Uwezo assessment in East Africa, and also taught at Kenyatta University in Kenya.

Dr. Eldah Onsomu

- Principal Researcher at Kenya Institute of Public Policy Research (KIPPRA);

- Education Sector data user, uses education evidence to influence policy;

- Focus Areas: Education, Public Financial Management, Labour Markets, Poverty, Gender and Social Protection;

- Published various peer-reviewed journals, book chapters, has written several policy and research papers.

Prof. Kisilu M. Kitainge

- Associate Professor of Technology Education and the serving Dean of the School of Education at the University of Eldoret (UoE),Chairman,Governing Council, Kisii National Polytechnic;

- Ph.D in Applied Learning (TVET) from Royal Melbourne Institute of Technology, Australia); MPh., B.Ed in Technology Education, specialising in Power Mechanics Technology, Moi Univ.

- Served Moi University and then the UoE as lecturer, head of department and researcher since 1998;

Zizi Afrique — our focus

Children and Youth

Competencies for — Learning, Working, Living

Ways of working:

- Evidence generation and sharing
- Informing and influencing policy
- Testing innovations to address complex problems

Supporting an ecosystem of evidence use in TVET
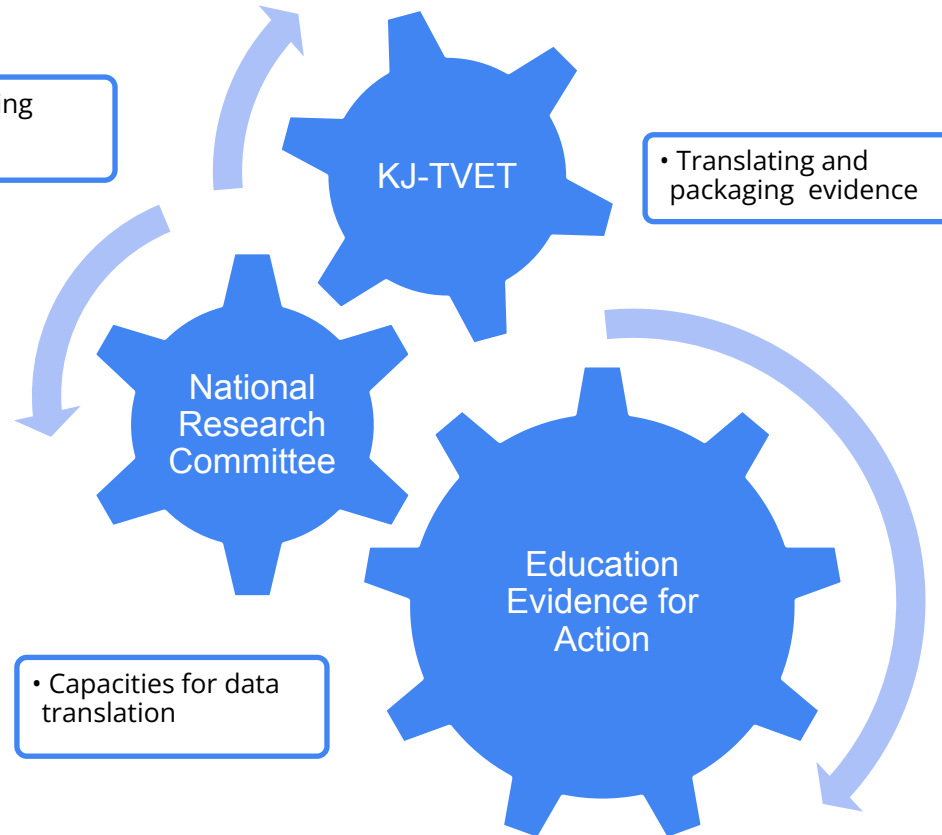
Evidence being key, Zizi Afrique is supporting the National Research Committee, which is the editorial board for the Kenya Journal of TVET (KJ-TVET), an annual publication that translates, packages and communicates evidence

- Communicating evidence

- Translating and packaging evidence

KJ-TVET

National Research Committee

- Capacities for data translation

Education Evidence for Action

What are we learning from TVET data mapping in Kenya?

TVET governance, accountability, and coordination mechanisms in Kenya

- Key stakeholders involved in TVET provision are the public sector, private companies, individuals, Non-Governmental Organisations (NGOS), Faith-Based Organisations (FBOS) and Community-Based Organisations (CBOS).
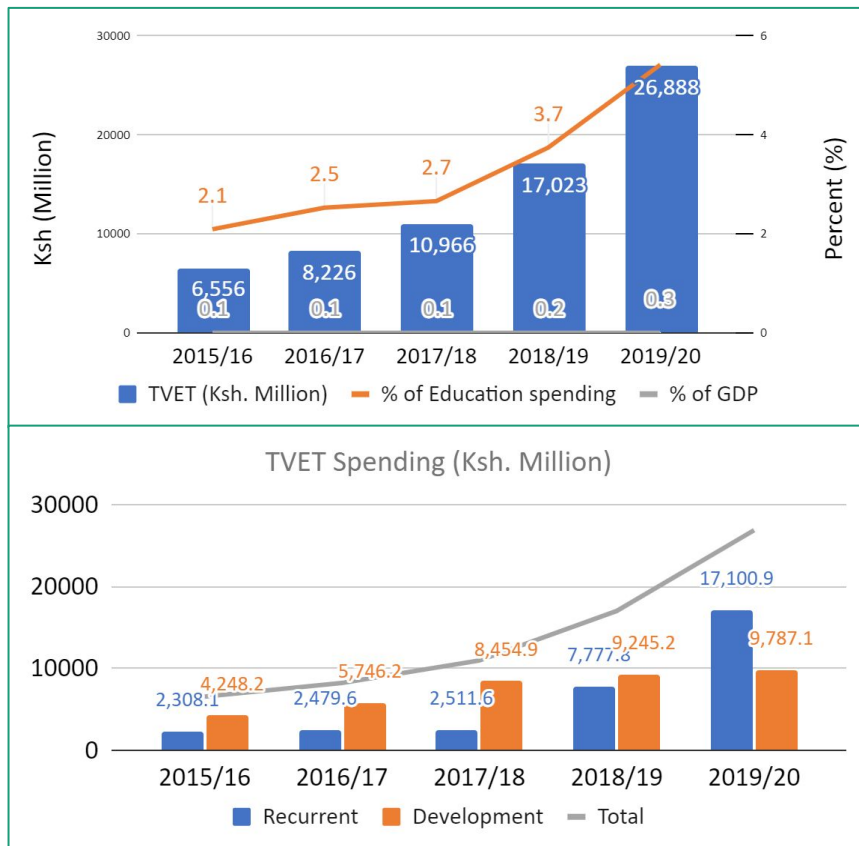
- The Curriculum Development, Assessment and Certification Council (CDACC) addresses issues on syllabuses for the training institutions, examination, assessment, and competence certification.

- The National Industrial Training Authority (NITA) is involved in assessment and regulation of TVET programmes.

- The Ministry of Education has increased public spending for TVET in the recent past. TVET spending as a share of education spending was 5.4% in 2019/20 with more resources being allocated to development.

- However, TVET governance, accountability, and data coordination mechanisms in Kenya are weak.

Functions of ministries, departments, and agencies in the TVET data ecosystem

01	Ministry of Education	Policy; Quality assurance
02	TVET Authority	Licensing, registration, and accreditation of programmes, institutions, and trainers; assure quality and relevance in programmes of training among other functions
03	TVET Curriculum Development and Certification Council	Undertake design and development of curricula for the training institutions' examination, assessment, and competence certification and advise the government on matters related thereto. Country currently implementing Competency-Based Education and Training (CBET) system
04	TVET Funding Board	Coordinate TVET funding
05	Kenya National Qualification Authority	Coordinate and harmonise education, training, assessment, and quality assurance of all qualifications awarded in the country; with a view to improving quality and international comparability.
06	National Industrial Training Authority	Oversees the industrial training levy that is used to administer in-service training
07	Kenya National Examinations Council	Administers exams
08	KUCCPs	Kenya Universities and Colleges Central Placement Service
09	Higher Education Loans Board (HELB)	HELB manages Loans for tertiary education
10	47 County Governments	Management of vocational training centres (57% of TVET institutions)

Limited data disaggregation by county, type of TVET

System of delivery & administration:
TVET is offered at four levels
1. Artisan level in Vocational Training Colleges / Youth Polytechnics and on-the-job training in the formal sector and informal sector (Jua Kali apprentices);
2. Craft level in Technical Training Institutes (TTIs) and Institutes of Technology (ITs);
3. Technician level in Technical Universities and National Polytechnics (NPs) and a few selected TTIs and ITs;
4. Technologist in National Polytechnics and University.

Management is under different ministries leading to weak coordination in data tracing and management

TVET Enrolment	2015	2016	2017	2018	2019
Public Vocational Training Centres	77,465	80,905	104,441	114,484	135,550
Public Technical and Vocational Colleges	55,308	27,158	47,566	84,402	112,110
Private Technical and Vocational Colleges	-	57,578	74,640	85,620	80,860
National Polytechnics	9,645	30,216	40,718	75,346	102,078
Total	142,418	195,857	267,365	359,852	430,598

TVET reforms and enrolment trends: 2015 — 2019

- Implementation of National Education Sector Strategic Plan (NESSP) 2018–22 has enabled the country to **reform the TVET curriculum** while enhancing abilities for work markets through the implementation of the Competency-Based Educational (CBC) curriculum and Competency-Based Education and Training (CBET).

- Data on **apprenticeship training** or **on-the-job training** and **skills development** in the formal and informal sectors **not adequately documented.**

- Training recorded **remarkable upward trend in the enrolment rate** over the last five years, but data not disaggregated.
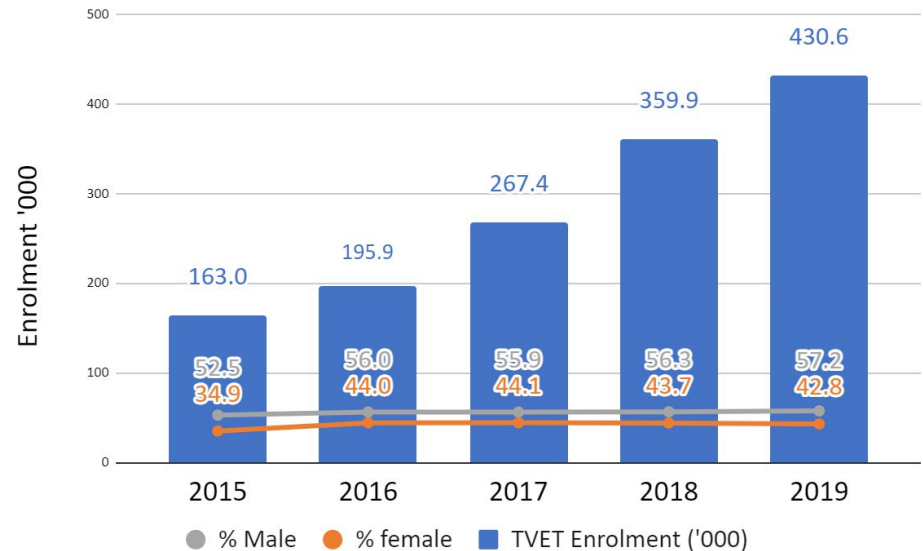
Data mapping milestones and gaps

The TVET Management Information System (TVET-MIS) is a nationwide web-based system domiciled in the Technical and Vocational Education and Training Authority (TVETA):

1. Data management system captures the core indicators
2. Supports data collection directly from the Vocational Training Centres / Youth Polytechnics and Technical Training Colleges
3. Provides up-to-date information on key performance indicators for measuring access, equity, quality, and relevance for vocational training education
4. Some institutions have adopted a combination of a manual and a digitised data collection system

Gaps

- Underdeveloped skills inventory system that would provide information on labour market needs;
- Limited data on transition to labour market and impact of interventions;
- Low adoption of technology as the standard feature for imparting practical skills through hands-on learning and data management;
- Limited industry linkages of TVET programmes;
- Limited labour market data and research;
- Fragmented coordination system: Limited data on TVET provision by NGOs, FBOs, and CBOs;
- Administration data is hardly utilised beyond descriptive status analysis;
- Financing and private sector provision data rarely disaggregated;
- Centralised data management;
- Limited tracer surveys.

Considerations for TVET data mapping

- Collaboration between the **training institutions and labour market in TVET Data management.**
- Tracking competency-based curriculum and CBET implementation and impact on providing the students with the **opportunity to understand their abilities, interests and aptitudes; uptake of** specialisations such as arts and sports, social sciences or science, technology, engineering, and mathematics (STEM) subjects.
- Deepening **integration of technology in** TVET data management programmes.
- **Retooling, reskilling, and professional development** of TVET staff to include data management module.
- Effective and institutionalised **data management** on **guidance, mentorship, monitoring, incubation, and counselling.**

- **Strengthening TVET financing data management: Public-private partnerships; capture data on income-generating activities;** and uptake of incubation centres within the TVET institutions.
- **Developing systems** for student, teacher, and non-teaching staff profiles.
- **Public-private partnerships** are critical to the development of high-quality vocational education and training; ensure adequate data financing.
- A more **effective and scientific means of monitoring** the performance and outcomes of TVET programmes achieved by developing a National Qualifications Framework.
- Capacity building on data at all levels.
- **Supporting data usability** and readiness of policy space to engage in using evidence.

Prof. Kitainge — Data translation and publication

Training for publication — Zizi Afrique Foundation and the University of Eldoret

- What worked well
- What could have been better
- Scalability
- What we are Learning

Presentation: Barriers to accessing administrative data in Malawi

Dr Esme Kadzamira

- Esme currently works as a Research Fellow at the Centre of Education Research and Training (CERT), University of Malawi.

- She has extensive experience in education policy analysis, monitoring and evaluation of education programmes.

- Her main research interests include: determinants of educational and learning outcomes, efficiency of primary and secondary education, school effectiveness, equity, gender, and inclusiveness.

Barriers to accessing administrative data in Malawi: experiences from MODESA

Esme Chipo Kadzamira

Centre for Educational Research & Training

University of Malawi

" Several factors impede data use. Decision-makers and other stakeholders may not know what data are available if producers do not invest enough in sharing or disseminating this information widely, if at all. The data that is readily supplied may not be relevant to the decisions and issues at hand, available at the time it is needed, or in a form that can be accessed, understood, and applied. Moreover, political interests and low implementation capacity can undermine the willingness and ability of actors to use evidence to make data informed decisions. "

Samantha **Custer**, Elizabeth M. **King**, Tamar Manuelyan **Atink**, Lindsay **Read**, Tanya **Sethi**,
Journal of International Cooperation in Education, Vol. 20-2/21-2, 2018

Toward Data-Driven Education Systems: More Data and More Evidence Use

Introduction

- Presentation based on experiences during implementation of the Malawi Open Data for Education Systems Analysis (MODESA) project.

- MODESA is a partnership between the Centre for Educational Research & Training (CERT) and the Centre for Global Development (CGD).

- Launched in November 2019.

MODESA goals

- **Work with data holders to link education data** from administrative records and produce relevant metadata.

- **Promote policy-relevant research** with these data by providing infrastructure for data discovery and access.

- **Develop skills among prospective users** by supporting national analysts to conduct analysis.

- **Increase, rapidly, the production of ideas** and answers to crucial questions.

Mapping of administrative data in education

- Four institutions visited to establish contacts and present the purpose of our project.

- Selected institutions collect regular and comprehensive data on education
  - Ministry of Education (MoE),
  - National Commission for Higher Education (NCHE),
  - National Statistical Office (NSO)
  - Malawi National Examinations Board (MANEB)

Stakeholders meeting

- Participants included representatives from three of the four institutions (MoE, NSO, NCHE) and the University of Malawi.

- Each data owner presented the different types of data they collect, their frequency, and usage.

- Participants deliberated on priority areas for education research.

Accessibility of data

- MANEB data consists of national examination results (pass rates, grades, and raw scores by subject) at three levels of education: primary (Primary School Leaving Certificate of Education, PSLCE); secondary (Junior Certificate of Education, JCE) & (Malawi School Certificate of Education, MSCE), primary teacher education examinations.

- Initially, very difficult to access even the least sensitive forms of the data such as pass rates, grades.

- Currently working with MANEB on a possible collaboration to carry out analyses jointly, using examination data.

Accessibility of data contd.

- NSO conducts household surveys (Malawi Demographic and Health Survey ─ MDHS; Integrated Health Survey ─ IHS; Welfare Monitoring Survey ─ WMS) and a population census, which include education data.

- All NSO household survey data is accessible except for population census data.

- There are established protocols to access data.

- Currently working in collaboration with NSO on a project which required access to household survey database to obtain phone details of respondents to use to sample households for interview in a phone survey.

Accessibility of data: case study of EMIS

The Malawi Education Management Information System (EMIS) database consists of five different datasets:

1. Annual school census
2. Cohort tracking
3. Comprehensive sexuality education and nutrition
4. Census mapping
5. Real-time monitoring

EMIS Case Study

- The annual school census is the main source of data and the most widely used database.

- EMIS has evolved from being paper-based to electronic to web-based.

- Storage has evolved from hardcopy to database.

- Of the five databases, the school census is widely shared while the other four are not.

Access to school census data changing

- Open access open up to the mid-2000s
  - hard-copy available for sale later
  - EMIS database was shared through CDs and flash drives
- Since the mid-2000s it has been extremely difficult to access EMIS data because of changes in the composition of school census data
- What is shared are analytical reports
- The dataset not shared because some modules contain confidential information i.e. Payroll Personal Pension Integrated (PPPI) module such as bank account numbers and signatures

EMIS Case study

- MoE data officially open but accessing it can be quite challenging.

- Currently working in collaboration with EMIS section to analyse the Cohort Tracking data.

Challenges in accessing school census data

- No set procedures to follow when requesting the data; no guidelines as how to access data.

- Delays when data or information is requested, partly due to overload from multiple data requests

- Current information /data released through analytical reports to the public, which limits the kind of analyses one can do.

- Analytical report being shared falls short of revealing existing inequities in the system. For example, analysis on equity issues e.g., two tier secondary system, allocation of resources by grade etc.

Barriers to access

- Lack of trust – data owners may be uncomfortable about what data users may use the data for.

- Ethics concerns especially if data contain confidential information such as personal details.

- Fear of revealing sensitive information. In some cases there is real fear of data users unearthing information which data holders do not want to go into the public domain.

- Absence of platforms to guide data use and manage data users.

- Administrative data is not linked and is stored in different formats and therefore not easily accessed.

Way forward

- Need to open up data for analysis. The demand for administrative data is great among researchers, students, and evaluators. However accessing it is difficult and time-consuming.

- By having a platform where such data can be accessed would ease challenges that government has to respond to in terms of multiple demands for such data.

Way forward

- **Collaboration is the key**.

  - MODESA is now currently working in partnership with the MoE to analyse the Cohort Tracking data.

  - MODESA is in the process of signing up an memorandum of understanding with MANEB to jointly conduct an analysis of the value added by schools using examination data.

  - In another project, CERT is collaborating with the NSO. One official from the NSO has been assigned to work with the Partnership for research on Progress & Resilience in Education (PREPARE) research team and this arrangement has enabled CERT to access personal data from its Integrated Household Survey round 5 (IHS5). All confidential aspects of the data are handled by the NSO official.

Mapping methodology

Dr Laté Lawson

- Laté is an economist and data analyst with extensive policy-driven research experience.

- He has specialised in human development, sustainability as well as geospatial and non-parametric analysis.

- His research interests involve both theoretical and empirical modelling. Passionate about Education, School-to-Work Transition and Job-Skill mismatch, Laté is currently research manager at ESSA.

Mapping methodology | Definitions | Criteria

- **Definitions**

  Data, Dataset, Micro-level data and Microdata

  Data Mapping: What is it?

- **Relevance and quality criteria**

  Relevance criteria

  Quality criteria

Mapping methodology|Step 1

Step 1: An opportunistic approach

- Education data from national institutes of statistics

- Microdata on education from International Organisations
  (The World Bank Microdata Library, Afrobarometer, DataFirst, HDX, …)

- Micro-level education data from NGOs and others

Mapping methodology|Step 2

Step 2: A systematic approach

- Screening empirical papers for education data

This step — screening empirical research on education for datasets — follows the procedure of a systematic review. For this to be comprehensive, we recommend the evidence research to exploit existing academic databases such as Scopus or Web of Science

Metadata collection and stakeholders consultation

The mapping strategy implies gathering additional information about the source of the data, the organisations, and the researchers that have collected the data.

This process at the country level and for each dataset will deliver a list of public and private institutions, as well as researchers and NGOs involved in education data collection and use.

Source	Name of survey	Funder	Year	URL	Organisation	Country	Region	Phase of education

Mapping methodology | Expected output

- **A country level map** of all education data collected between 2010 and the present

- **A country level list** or community of actors involved in education data collection and use (supply and demand)

- **An African Education Data Hub**

Questions and answers session

The following questions were asked to presenters by workshop panelists.

Question 1: Building trust

How do we build trust between data holders, researcher, ministries and other stakeholders?
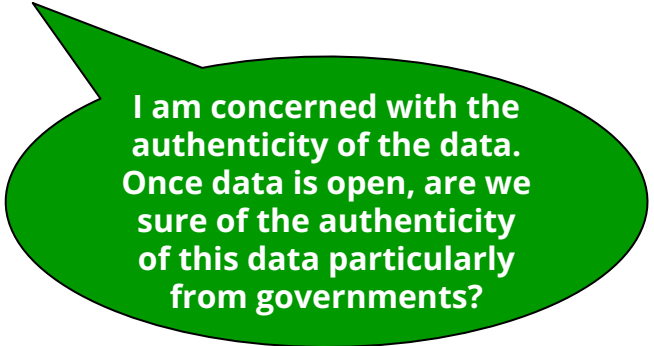
Within MODESA, we build that trust by encouraging partnerships with stakeholders. A success story is our partnership with the Malawi National Exam Board. We struggled for one year to access their data but once in a partnership where we analyse the data together and they see how their data is being used, they now share it with us. Therefore, I believe building partnership can help overcome challenges due to mistrust. — Dr Esme Kadzamira
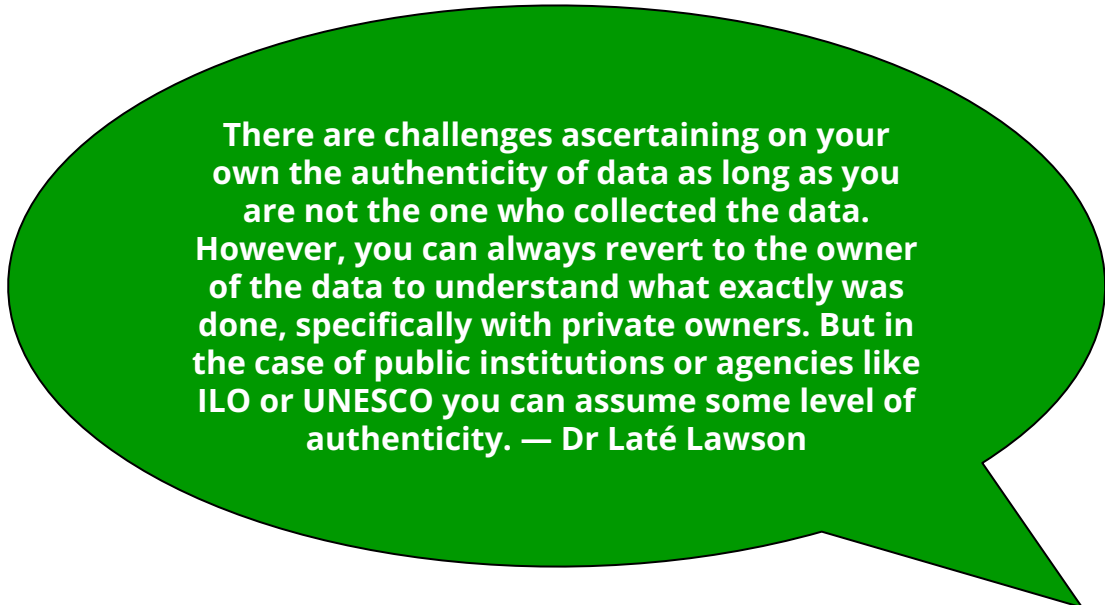
Question 2: Making databases sustainable

Considering challenges into putting together a database, once this is done, what are the steps taken to make these databases sustainable and useful to the people?

Once data is on a single platform, these data are easily accessible by any stakeholders. Parties just have to apply stating the reason they need the data and how they will use it. However, within MODESA, our preliminary aim within the first two years is to present and show the usefulness of data to decision-makers so that in future, they can buy into this initiative and make it sustainable. — Dr Esme Kadzamira

Question 3: Authenticity of data

I am concerned with the authenticity of the data. Once data is open, are we sure of the authenticity of this data particularly from governments?
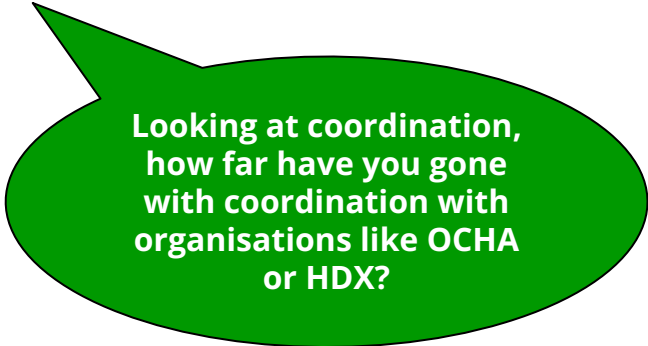
There are challenges ascertaining on your own the authenticity of data as long as you are not the one who collected the data. However, you can always revert to the owner of the data to understand what exactly was done, specifically with private owners. But in the case of public institutions or agencies like ILO or UNESCO you can assume some level of authenticity. — Dr Laté Lawson

Question 4: Data privacy and security

I am concerned with data privacy. How do we open data but still ensure data privacy is met.

The question of privacy and property right is very important. Foremost, data that does not ensure privacy should not be open. There are many solutions now to ensure privacy in open data and those will be used. Concerning property rights, a good solution mentioned already by Esme within MODESA is to have a partnership between stakeholders. — Eldah Onsomu

Question 5: Links with other organisations

Looking at coordination, how far have you gone with coordination with organisations like OCHA or HDX?

There is movement, we have had several meetings with HDX for example. We believe there are models. We have a meeting planned with OCHA where we will be updating them on what we have achieved so far. A lesson learnt from our conversations is that we will not successfully build a useful repository of data unless we connect to this community of users and producers and that is one of the things we will want to talk about next week — Dr Lucy Heady

Breakout sessions

Breakout sessions

Participants were separated into groups, and each group was tasked with responding to three questions. Responses were summarised and categorised into groups

Q1. What are the initiatives you are involved in?

I. National
II. Regional
III. International

Q2. What works and lessons learnt?

I. What works
II. Initial findings

Q3. New strategies for data sharing

I. Stakeholder engagement
II. Advocacy
III. Policy development

Q1. What are the initiatives you are involved in?

National Level

I.   The annual school census conducted by the MBSSE in Sierra Leone
II. DHIS2
III. IHS / EMIS
IV. IEPA and IEEP in Ghana

Regional Level

I.   DHIS2
II. Africa Education research database
III. Afrobarometer
IV. EMIS

International Level

I.   HDX
II. INEE data ref group
III. Digital platform building blocks
IV. Datafirst

What works

In discussing the different initiatives of opening data, these were the approaches that worked:

Taking into account in the design the harmonisation of different data sets.

There is a necessity for upfront stakeholders' engagement in a centralised platform.

Funding and political backing ensure uptake and sustainability.

Starting small and having an incremental orientation.

Focussing on dissemination.

Growing towards a system where there are products where people can 'shop' for information more quickly.

Lessons learnt

In discussing the different initiatives of opening data, these are some initial lessons learnt:

The existing educational data from sub-Saharan Africa is limited.

Whereas universities develop their own databases, IEPA has a database that covers West Africa.

There is a demand from different stakeholder groups to access open data and research.

Most of the available data comes from East Africa.

Charges requested for secondary data are always far cheaper than the cost for primary data.

Reports should be brief as decision-makers are not able to / do not read reports in full.

Strategies for better data sharing and improvement of the education system

In discussing the strategies for data sharing the following recommendations emerged

Build trust between users and owners of data and encourage researchers to make their data accessible (open).

Build a common data management strategy from data collection to analysis and dissemination.

Donors coordination and advocacy on the importance of funding data collection, data sharing.

Feeding the data back to communities / teachers so they can see the value of data collection.

Build global-level policies and frameworks and ensure strict ethical procedures.

Create a network for sharing and disseminating open data.

Post-webinar feedback

It was a good session full of promise — I however feel that we really did not get to the point of innovation and next steps.

I think we could make the agendas less loaded, to create more time for deep diving on one issue, or one country.

We had a lot to discuss within the allotted time for the workshop. We could extend the time for the workshop or make it a two-day workshop. Thanks for the opportunity to learn and relearn.

Could one case study be put up for presentation at a time for pre-reads for the rest? I am still very willing to participate in future discussions. Thank you for the opportunity.

Join the community!

What does it mean to be part of the Unlocking Data community of practice?

By joining the Unlocking Data community of practice you will:

- be invited to learning events;
- have the opportunity to feed into work being developed by other members of the community of practice;
- be invited to share your own work to raise its profile and seek input from others;
- be able publish blogs, tools, events, and other materials on the mailing list and website to reach a broader audience;
- be open to being contacted directly by other members for advice on matters related to increasing access to and use of education data.

Join the community!

Who can join?

- Both individuals and institutions can join the community of practice. However, any institution joining must nominate an individual to represent their organisation. Any community of practice is built on cooperation between people.

How do I join?

- Opt in through the post-webinar survey or through our website.

Registered Participants

Francesca Pinna — Unesco

Lizzie Chiwaula — University Of Malawi

William Osawa — Tvet Authority

Susan Karuti — Fssp

Taskeen Adam — Edtech Hub

Avril Kudzi — Jacobs Foundation

Pamagni D. Bitie — Ministère En Charge De L'édu. Nat

Joseph A. Nke — Afroleadership

Walter Odondi — Zizi Afrique Foundation

Yorsaon C. Hien — Open Burkina

Lucy Heady — Essa

John Mugo — Zizi Afrique

Jean C. Ndabananiye — Iiep Unesco

Francis Njuguna — Zizi Afrique Foundation

Taiye Salami — Afrilabs

Symon Winiko — University Of Malawi

Patrick Okwen — eBASE Africa

Renaldah Mjomba — Zizi Afrique Foundation

Muniru Kawa — Cga Technologies

Elizabeth Meke — University Of Malawi

Daniel Waistell — Cambridge Education

Prachi Pate — Edtech Hub

Sam Wilson — Edtech Hub

Godi John — Unesco

Sheriff Conteh — Cga Technologies

Eldah Onsomu — Kippra

Beria Wawira — Zizi Afrique Foundation

Faith Mukiria — Zizi Afrique Foundation

Daniel Ndavoumta — Samariya Association

Eunice Kibathi — Safaricom Plc

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